

TO: Vermont Standards Board for Professional Educators

SUBMITTED BY: Vermont Department of Education Higher Education
Liaison on behalf of the Higher Education Committee of
the Vermont Standards Board for Professional Educators

ITEM FOR ACTION: Two Year Report: Goddard College

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators vote to accept the Goddard College Two Year Report and grant full approvals to its educator preparation programs.

MOTION:

I, _____, move that the VSBPE accept the Goddard College Two Year Report and based on the Report and its accompanying documentation, the VSBPE grant continuing full approval for the following educator preparation programs: Art Education (K-12), English/Language Arts (7-12), Social Studies (7-12), Mathematics (7-12), Science (7-12), Middle Grades (5-9), Elementary (K-6), Early Childhood (birth-grade 3) and School Counselor (PreK-12).

These approvals will be effective through the completion of the next ROPA-R Review of Goddard College's educator preparation programs.

BACKGROUND INFORMATION:

During February 2003, a four-member Program Review Team conducted an on-site visit to review Goddard College's educator preparation programs. The report and recommendations of the Program Review Team were approved by the VSBPE in November of 2004.

A full ROPA review is scheduled for Goddard College in 2009.

November 8, 2006

Dear Committee,

As I complete this review, I have a familiar sense of finishing a major evaluation project. From this perspective, I have a keen sense of the many accomplishments the program has made over the last two years and at the same time, a sense of humility as I look towards the challenges that the evaluation process highlights, particularly in the larger context of teacher education and training in the U.S. The Goddard Education and Licensure program has a unique position as our part of program foundation is based on the flexibility of experimentation and the evaluative process that keeps these processes vital and current. From 50 some years of working with adult learners developing programs in many different fields including education, we have inherited a stable and successful model that interestingly enough is still considered “alternative education” by most. Beyond the College’s long overdue commitments to institutional renewal, work in the Education program has focused on updating program materials to align with state requirements and updating our educational model and delivery systems. We look forward to further developing our new cohort model programs that will give the program an opportunity to develop more conventional partnership models with different schools and institutions.

The successful negotiation of the Collective Bargaining Agreement and Faculty Contract, our successful NEASC Accreditation Review, repair and renewal of buildings and grounds, significant investments in other administrative technology platforms, and the engagement of a re-energized board and faculty give the Education program a firm foundation on which to build and continue to experiment. Likewise, the addition of enhanced technology has improved our program in significant ways. Our school wide Technology platform adds efficiency in information transmission and dissemination, but more importantly for the Education program, provides opportunities to add critical skills enhancing pedagogy and key narrative components of portfolios and other elements of our program. The new platform gives students hands on practice in areas directly related to their degree and licensure.

It is clear in this era that Teacher Education is a challenging and sometimes controversial discipline to engage. In spite of the undo attention given the wider field of education, our program continues to show healthy and productive growth. I hope this report demonstrates that the Goddard program continues to provide challenging educational opportunities for students that are aligned with the details as well as the spirit of the Results Oriented evaluation process. I am looking forward to your response. Please let me know if there is evidence that is unclear or in need of further development.

Yours truly,

Ben Williams Ed D.
Licensure Coordinator

Contents of Envelope for Goddard College ROPA-R

1.Cover Letter

2.ROPA-R Report

3.Evidence CD

GODDARD COLLEGE EDUCATION AND LICENSURE PROGRAM
Plainfield, Vermont

ROPA Report due November 8, 2006

The response of Goddard College Education and Licensure Program to the ROPA-R report follows. The format of our response includes the table for each standard, the team's assessment of each standard and their "areas of concern" for each standard. Our response follows each concern, and includes current activity and/or plans to address that concern.

ROPA-R Standard		Team's Assessment
1	Opportunities for Standards-Based Preparation	AS - Approaching Standard
2	Collaboration with preK-12 Schools	E - Emergent
3	System of Assessment	MS - Meets Standard
4	Candidate Knowledge, Skills and Dispositions	AS - Approaching Standard
5	Commitment to Diversity	MS - Meets Standard
6	Resources	AS - Approaching Standard
7	Institution and Program Renewal	AS - Approaching Standard

STANDARD I: Opportunities for Standards-Based Preparation

The program provides candidates with coherent and purposeful instructional experiences. These include opportunities to acquire a content-rich general knowledge base and the knowledge, skills, and dispositions of their content area(s), of pedagogy, and of professional practice as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling* and the *16 Principles for Vermont Educators*.

Overall Rating for Standard I: Approaching Standard

INDICATORS	RATING
1.01 – Programs assure that candidates have the opportunity to acquire general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).	AS
1.02 – Programs assure that candidates have the opportunity to develop in-depth content knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s).	AS
1.03 – Programs assure that candidates have the opportunity to learn how PreK-12 children develop, how they differ in their approaches to learning, and how to provide equitable learning experiences that are responsive to all students’ intellectual, social and emotional development.	MS
1.04 – Programs assure that candidates have the opportunity to develop and demonstrate technological literacy and to use technology in instruction.	E
1.05 – Programs assure that candidates have the opportunity to learn how to create meaningful learning experiences, plan and implement instruction based upon content knowledge and curriculum goals aligned with <i>Vermont’s Framework of Standards and Learning Opportunities</i> , <i>Five Standards</i> , and <i>16 Principles</i> , and acquire responsive classroom management skills.	AS
1.06 – Programs assure that candidates have the opportunity to complete purposeful and developmentally sequenced field experiences, through which candidates learn to integrate content, pedagogical, professional, and general knowledge into their practice. The field experiences include early field placements prior to student teaching, opportunities for increasing responsibility for instruction, and a student teaching experience during which the candidate demonstrates the full range of performance addressed by the <i>Five Standards</i> , the <i>16 Principles</i> , and endorsement competencies.	AS
1.07 – Programs assure that candidates have the opportunity to develop as reflective practitioners who actively seek out opportunities to grow professionally.	MS
1.08 – Programs assure that candidates have the opportunity to understand and maintain standards of professional conduct guided by legal and ethical principles.	MS

Standard I: Opportunities for Standards-Based Preparation

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>1. Greater assurance that candidates have the opportunity for acquiring general knowledge in the liberal arts and sciences is needed. The area of mathematics appears to be lacking.</p>	<ol style="list-style-type: none"> <i>1. We have bolstered our transcript review process and expanded our support staff to track student progress toward the completion of their liberal arts requirements.</i> <i>2. Our “Undergraduate Programs Curriculum Guide,” newly drafted and ratified by the College, aligns liberal arts studies including math with NEASC guidelines.</i> <i>3. The College has consciously developed closer working relationships between the feeder B.A. program (faculty and administration), admissions, the registrar and the Education Program. This work creates greater consistency in admissions criteria and transcript evaluation, as well as facilitating more connections in both disciplinary areas and preparatory work prior to students’ licensure program. The Education program has hired specialists in English from the B.A. program as adjunct faculty.</i> 	<ol style="list-style-type: none"> <i>1. B.A. Self assessment of progress toward meeting Goddard College degree requirements- revised Spring 2005</i> <i>2. Goddard College “Undergraduate Programs Curriculum Guide” - newly developed Spring 2006</i> <i>3. B.A. Progress Review I Guidelines</i>

Standard I: Opportunities for Standards-Based Preparation

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>2. Students do not have consistent or required opportunities to explore ways in which to use instructional technology to enhance their teaching and practice.</p>	<p><i>The program is committed to developing instructional technology skills and opportunities in our low residency format. Recent efforts include:</i></p> <ul style="list-style-type: none"> • <i>Offering technology workshops at residencies.</i> • <i>Providing students with an overall understanding and specific technical skills to create electronic portfolios.</i> • <i>Providing 4 hours of technical support for student teachers.</i> • <i>Providing a virtual educational technology conference area on the college website facilitated by our technology consultant.</i> • <i>Assessing technology performance standards through pre-student teaching and licensure portfolio work.</i> • <i>Adopting a college-wide integrated technology platform for all staff and students. The First Class dashboard has interactive aspects as well as chat rooms and postings. All licensure documentation is now provided in hard copy as well as published in easily accessible web-based formats on First Class.</i> 	<ol style="list-style-type: none"> 1. <i>Thumbnail description of the First Class and SIS systems.</i> 2. <i>Example of technology workshop agenda</i> 3. <i>Instructional technology workshop descriptions</i> 4. <i>Description of technology support for student teachers</i>
DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>3. The program needs to ensure alignment between the approved state content standards and the College's interpretation of the competencies.</p>	<p><i>The College embarked on a major revision of all nine endorsement area handbooks just after the ROPA-R review. This process is now complete. All endorsement handbooks have been re-aligned to include all of the state endorsement specific standards as part of the pre-student teaching portfolio as well as the final licensure portfolio. Students who began in January 2005 are working under these re-aligned competencies.</i></p>	<p><i>Endorsement Area Handbooks – revised 1/ 2006</i></p>

Standard I: Opportunities for Standards-Based Preparation

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
4. At this time, the Teacher Education Program cannot assure that all candidates will have early field experiences that are “purposeful and developmentally sequenced,” and that they meet the standards for quality and grade-level range. The program needs to clearly and explicitly articulate its expectation of developmentally sequenced early field experiences.	<i>The program has redefined this area and now includes the early field experience under a separate competency, entitled “Teacher as Observer, Learner, and Assistant.” In this competency the student must present documentation of a purposeful and developmentally sequenced field experiences.</i>	<i>Competency VI</i>

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
5. All prospective educators need to have the opportunity to learn the <i>Code of Ethics for Vermont Educators: A Statement of Beliefs</i> .	<i>All new licensure students are presented with the “Code of Ethics for Vermont Educators” at a seminar where they explore the requirements and implication of this document. The code is included as a separate document in both the New Licensure Student Notebook and the Student Teaching Notebook, as well as being the last page of the “Five Standards for Vermont Educators” document which all students receive. Each of the qualities cited in the code (moral integrity, humane attitude, reflective practice and a sound understanding of academic content and pedagogy) are foundational aspects of the Goddard Education and Licensure Program and have been for many years. One of the attractions of our program is the expectation that students will integrate morality and personal ethics into the fabric of their academic program.</i>	<i>Tables of contents from student notebooks</i>

Standard I: Opportunities for Standards-Based Preparation

Considerations for further Program Development: The College has made significant investments in technology and integration of technology on all levels in all programs. The elaboration of these platforms will help with many aspects of the licensure program from tracking and record keeping to curriculum development. With the successful completion of NEASC accreditation, the college began work on many areas of the curriculum. A two yearlong faculty study group restructured the Progress Review Groups (PRG) resulting in a revised process evaluating liberal arts requirements and a newly published “Undergraduate Programs Curriculum Guide.” Both these areas are places where significant change has already begun and will continue as the programs integrate and adapt to these changes.

STANDARD II: Collaboration with PreK-12 Schools

The program and its preK-12 partners are committed to the improvement of teaching and learning for all: candidates, cooperating practitioners, preK-12 students, and college faculty. The program and its school partners design, implement and evaluate field experiences to ensure that these are high quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills, and dispositions needed to meet the needs of all preK-12 students.

Overall Rating for Standard II: Emergent

INDICATORS	RATING
2.01 – Programs establish collaborative and respectful relationships with school districts and other educational settings that provide field experiences for candidates. The relationship is mutually beneficial and committed to the improvement of both preK-12 schools and educator preparation.	E
2.02 – Institutions and programs promote collaboration among higher education, PreK-12 faculty and administration to design, implement, and evaluate field experiences to ensure these experiences are high quality learning opportunities.	E
2.03 – Programs offer candidates a variety of field experiences including: classrooms that serve socio-economically, linguistically, or culturally diverse students; classrooms that serve students with a range of abilities including students with exceptional needs, and classrooms that represent the range of grade levels and content areas for the endorsement sought.	E
2.04 – Programs recruit, select, support and evaluate field-based faculty (i.e., cooperating teachers) to ensure quality field experiences for candidates.	E

Standard II: Collaboration With PreK-12 School

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>1. In order to meet this indicator (collaboration with preK-12 schools) the college will need to develop innovative ways to meet the spirit of this indicator and standard within its current low residency delivery model.</p>	<p><i>Goddard teacher education remains firmly committed to the spirit of improving all public schools and teacher education practice. Our students and adjunct faculty (mentors and supervisors) work in so many and such diverse geographic areas and educational settings that our relationship with placement schools does not fit the traditional definition of partnership schools. Nevertheless the relationships we form with these individuals and institutions are mutually beneficial and committed to the improvement of both preK-12 schools and educator preparation.</i></p> <p><i>This indicator is a challenge, and we were encouraged by the ROPA team to think creatively about this area rather than attempt the traditional local site partnerships, really not viable given the geographic diversity of our students and our low residency model.</i></p> <p><i>Part of our focus is in providing information to out of state programs and teachers. There is evidence that suggests that elements of Vermont's licensure process (such as standards based units, portfolio evaluation, and reflective practice) have had an impact on partner schools in various regions of the country.</i></p> <p><i>Even though we have only a few students placed locally we have made targeted outreaches to local districts. The program applied for an unsuccessful Title II Grant on partnership schools, bringing together five local underserved school districts in central Vermont. The college collaborated with the Vermont Arts Council, Humanities Council, and Department of Education in organizing this event.</i></p> <p><i>Those of our faculty, students, and staff who are Vermont based continue to demonstrate strong commitment to local schools by serving in such roles as School Board and District Board Representatives, evaluator for Peaceful Schools Initiative, State Coordinator for the national Poetry Out Loud Project, Student Representative to the Standards Board, and Reading to End Racism State Coordinator.</i></p> <p><i>Also the program is committed to strong involvement in public schooling and most faculty members have relationships with preK-12 schools in their local areas, helping to improve practice, gain understandings of innovative approaches, and helping to advise and support our students in their area. We see this as an additional benefit that emerges from our low-residency geographically decentralized focus.</i></p>	<p>1. Press Release re: VCC Service Award for Denise Dunbar</p> <p>2. Poetry Out Loud Workshop Announcement</p> <p>3. Announcement of Karen Peterson appointment to Standards Board.</p> <p>4. Peaceful Schools Initiative</p>

Standard II: Collaboration With PreK-12 School

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>2. There is little evidence to indicate that the Teacher Education Program systematically collaborates with preK-12 faculty and administrators in the design, implementation, and evaluation of candidates' field experiences.</p>	<ol style="list-style-type: none"> 1. <i>The program has identified a group of highly qualified local teachers, experienced in our licensure endorsement areas, to serve as outside readers of our students' final licensure portfolios. These teachers will be invited to serve as advisors to our program with the purpose of providing on-going collaboration for the design, implementation, and evaluation of our candidates' field experiences and portfolio work.</i> 2. <i>We are developing an evaluation form for all our mentors and supervisors, asking them to critique our program and their experience with it (preparation, support, materials, contacts), and asking for their suggestions in improving our long-distance model.</i> 3. <i>We have recently added two cohorts of students to our program, partnering with educational institutions in Rhode Island and Washington. If these partnerships continue, we anticipate having repeat mentors and supervisors, and also a growing collaboration with Goddard graduates who will eventually become mentors and supervisors at their home institution. This will be an opportunity to develop ongoing working relationships, provide advanced training to those who supervise our student teachers, and to have a continuing group of educators in other locations who can collaborate with our program on design and implementation of candidates' field experiences.</i> 	<ol style="list-style-type: none"> 1. <i>Professional Evaluator Reader Packet</i> 2. <i>List of outside readers</i> 3. <i>MET program Web site</i>

Standard II: Collaboration With PreK-12 Schools

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
3. The Team concluded from its review of available evidence that the College needs to accept more oversight responsibility to ensure consistent quality in the field placements.	<p><i>The program has addressed this by assigning the Licensure Coordinator as the faculty advisor to students during their student teaching semester. There is an on-going threaded discussion on the Goddardnet with student teachers around their field placement. The threaded discussions significantly deepen the student experience as our students often chose diverse settings for their placements.</i></p> <p><i>We are also in the process of systematizing and increasing our contacts with site administrators, mentors and supervisors prior to, and throughout the course of the student teaching semester. We find that with each semester we increase our contacts and the number of willing and supportive contacts in the field.</i></p>	Log Sheets for Mentor/Supervisor Calls

DOE CONCERN	GODDARD RESPONSE
4. Some evidence suggests that candidates' selections of field placements sites were made on the basis of convenience rather than assuring that the school would provide candidates experiences with a range of students.	<p><i>More direction has been built into the field placement competency requiring students to secure diverse placements whenever possible. However, we question the statement that evidence suggests that selections for "field placements were made out convenience." This may come out of the fact that many of our students find their placements locally. Often a significant portion of our students live in rural areas or inner city urban areas, many of which have preK-12 programs that are not well served by larger teacher education institutions. Some of our students are the first student teachers in their schools in many years. So, while these placements are convenient, they also contribute to the diversity of our program and serve professional development for teachers and programs that would otherwise be neglected. We feel the notion of convenience is counterbalanced by the important contributions our students often make to these programs and wider opportunities for collaboration for the college.</i></p>

Standard II: Collaboration With PreK-12 Schools

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>5. The Teacher Education Program does not provide mentor training to either candidates' mentor teachers or to their supervisors. In addition, there does not appear to be a process for evaluating mentors and supervisors and providing them with feedback.</p>	<p><i>The program has increased its attention to making sure that mentors and supervisors meet the “highly qualified” standard. The program has put in place student evaluations of their mentors and supervisors. We have also established guidelines to insure that our office has a richer and more informative initial dialogue with supervisors and mentor teachers. Each mentor and supervisor is given a specially designed Mentor or Supervisor handbook. This includes not only Goddard’s philosophy and curriculum but the State Ethics Code, State licensure requirements and other relevant materials. Mentors and supervisors are invited to attend our Summer Institute for Progressive Educators.</i></p>	<p>1. <i>July Institute Brochure</i></p> <p>2. <i>Student survey</i></p> <p>3. <i>Mentor Handbook</i></p>

Considerations for further Program Development: *It is clear that the Goddard Education program does not fit the traditional mold of education programs and that the standards used with traditional indicators fit awkwardly within our educational method. We still strive to meet the goals the standard sets out. The Education program has a standing plan to convene a series of workshops to review our portfolio process with our readers. This has been delayed for the last years based on the revisions of the portfolio process and the changes that had to be made based on our realignment of our Pre Student Teaching and Licensure Portfolio competencies. Readers have offered informal comments on many aspects of our program. We are already in the process of developing web-based forms for easier manipulation of materials and also scoring research to better understand strengths and weaknesses in the program. Our innovative outside reader program is still new and we are discovering ways in which this pool of scholar/teachers can be developed and better utilized in our design process as well as in individual student evaluation.*

STANDARD III: System of Assessment

The institution uses rigorous performance assessments to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure have met the standards of performance for beginning educators as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling* and the *16 Principles for Vermont Educators*.

Overall Rating for Standard III: Meets Standard

<i>Indicators</i>	<i>Rating</i>
3.01 – The institution establishes and maintains performance criteria for entrance to and exit from its educator preparation programs.	AS
3.02 – Institutions and programs develop and maintain a system to assess a candidate's performance in the program. The system provides continuous assessment of candidates' knowledge, skills, dispositions and performance, beginning with candidates' admission into the program through completion of the program. The system includes interim checks throughout the program to ensure candidates receive accurate feedback and appropriate advising. The candidate assessment system culminates in a licensure portfolio.	MS
3.03 - Institutions and programs incorporate <i>Vermont's Level I Teaching Licensure Portfolio</i> into their candidate performance assessment system for teacher candidates. The portfolio provides candidates the opportunity to demonstrate their content knowledge of the endorsement sought, and the pedagogical knowledge, skills and dispositions required for beginning educators (i.e., <i>Five Standards</i> and the <i>16 Principles for Vermont Educators</i>).	MS
3.04 – The program uses a variety of methodologies to assess students' performance over time and in different contexts.	MS
3.05 - Programs provide candidates with information about the candidate assessment system.	MS
3.06 – Programs assure the quality of the candidate assessment system through continued evaluation of the instruments and other sources of evidence, the assessors' decisions, and the process of the system's implementation.	AS
3.07 – Institutions and programs assure the quality of the candidate assessment system through the involvement of faculty in education, liberal arts and sciences, and preK-12 schools in designing, implementing, and assessing the system from program entry to program completion.	E
3.08 – Programs assure that the candidate assessment system is designed and administered in a manner that is fair and nondiscriminatory.	MS

Standard III: System of Assessment

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>1. There is little evidence that the Teacher Education Program has directly involved the liberal arts and sciences faculty and the faculty in preK-12 schools in designing and assessing its candidate assessment system.</p>	<p><i>The Program has established a process whereby each licensure portfolio is read by a highly qualified, experienced, professional reader in the students' endorsement area. These "professional readers" are also being asked to provide feedback to the program on our evaluation system as well as student work within the system. The program is in much closer contact with the Liberal Arts and Sciences faculty in the Goddard BA program. The licensure coordinator has been developing a committee with the Arts and Sciences faculty to strengthen the Colleges overall commitment to Liberal Arts in general, and the endorsement areas in specific.</i></p> <p><i>Our work in this area is closely associated with the evidence provided in two other areas see Standard I, # 1 and Standard II #21. See also timelines for planned seminars evaluating candidate and portfolio assessment protocols.</i></p>	<p>1. Professional Evaluators Reader Packet (same as Standard II #2)</p> <p>2. BA Curriculum Guide (same as Standard I #1)</p>

STANDARD IV: Candidate Knowledge, Skills and Dispositions

Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions reflected in Vermont's *Five Standards for Educators: a Vision for Schooling* and the *16 Principles for Vermont Educators*.

Overall Rating for Standard IV: Approaching Standard

INDICATORS	RATING
4.01 – Institutions and programs assure that candidates recommended for licensure have demonstrated the content and pedagogical knowledge, the skills and dispositions of the endorsement area(s) sought. Institutions and programs recommend only those candidates who have met the performance standards required for beginning educators.	AS

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
1. The programs need to increase the quality and scope of evidence to support this standard by clearly documenting and analyzing candidates who successfully complete the program as well as those who do not meet the criteria for licensure.	<i>The program sees the assessment of candidates as very thorough and that each aspect is aligned to the content and pedagogical knowledge, the skills and dispositions of the endorsement area(s) sought. The program only recommends ten to twelve students each year for Vermont licensure and has evidence that each recommended student has met the performance standard for beginning teachers. The program requirements for licensure have become more rigorous and now often require an extra semester of study particularly for BA students. There are students who begin the Pre Student Teaching Portfolio who are advised out or self select out of this concentration and who seek a degree in general education without licensure. These students are not recorded, because we only work with a completed Pre Student Teaching Portfolio as the gateway to student teaching. The program will track all students who begin licensure and will analyze those students who are recommended and those who are not.</i>	1. Transfer Credit Evaluation 2. Student Survey of ST Semester

Standard IV: Candidate Knowledge, Skills and Dispositions

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>2. The Team had difficulty extrapolating its findings to other candidates in the programs since the number of candidates in each of the endorsement areas is so small. Although the College provided a high percentage of the final portfolios, pre-student teaching portfolios, and candidate evaluations, the number was still relatively small. As the College's systems for tracking candidates are fully implemented, the evidence collected over time will enable the College to see trends and make generalizations.</p>	<p><i>The program is keeping a database and over time accumulated data will inform this standard. The current Licensure Student Data Base will be incorporated into the college wide Student Information System (SIS). This will give faculty and administration the ability to track not only progress on liberal arts requirements, content area, transcripts, and faculty advisors but also progress in the licensure process, recommendations for licensure, placements, mentor and supervisor evaluations, recommendations for licensure, etc. The current system has the licensure pieces separated out from the academic and registration materials. The new system will centralize these resources.</i></p>	<p>1. <i>First Class and Student Information System (also in Standard I #2)</i></p> <p>2. <i>Licensure Student Data Base Sample Pages</i></p>

Considerations for further Program Development: *The integration of our Licensure Data base into the SIS system will add significantly to the information that the advisors, administrators and rest of the college staff has about licensure students, their progress and their placements. We have taken steps to better integrate the licensure program as a separate concentration within the Education program. Now that our handbooks are fully aligned, we continue to explore delivery systems, tutorials, bibliographic and web resources, on line chats, phone conferences, blogs as ways to connect our diverse student teacher population together. We continue to look for new ways to provide richer educational opportunities for licensure students that integrate our geographic as well as intellectual and cultural diversity.*

STANDARD V: Commitment to Diversity¹

The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity in our world. The program provides candidates with the knowledge and opportunities to explore and address issues of diversity in the context of teaching and learning.

Overall Rating for Standard V: Meets Standard

Indicators	Rating
5.01 – Institutions and programs create an environment that supports and sustains a diverse faculty and student body.	MS
5.02 – Institutions and programs recruit, admit, support, and retain candidates from diverse backgrounds.	MS
5.03 – Institutions and programs recruit, hire, support, and retain faculty from diverse backgrounds.	AS
5.04 – Programs assure candidates acquire knowledge of other cultures and communities, and have the opportunity to explore issues of diversity in the context of teaching and learning.	AS

¹ Diversity includes individuals representing a range of different socio-economic, ethnic, racial, gender, linguistic, and religious backgrounds and histories; different sexual orientations; individuals who come from different regions of the country and the world with multi-cultural and global perspectives; and individuals with exceptionalities in learning.

Standard V: Commitment to Diversity

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>1. Although the Teacher Education Program provides opportunities for candidates to explore issues of diversity, the assurance that all candidates will participate in these opportunities is less certain.</p>	<p><i>Besides the opportunities that are provided during the residency, students need to present specific evidence, in both their Learning Progress Review Requirement (B.A.) and their Pre Student Teaching Portfolio, that they have examined issues of diversity and institutional bias. This is also a discussion topic of the required threaded discussion during the candidate's student teaching semester.</i></p> <p><i>Additionally, most students seeking licensure at Goddard College are also seeking an Arts degree. The degree criteria at both the MA and BA levels require that students demonstrate (among other criteria) social responsibility through an understanding of our own and other cultures, past and present, and that they have prepared themselves to work toward the creation of a more just, humane, democratic, and sustainable world.</i></p>	<p>1. 2006 Diversity survey.</p> <p>2. Excerpt from Licensure Student Handbook: Comp.I Teacher as Citizen in Multicultural, Pluralistic...</p> <p>3. Excerpt from MA Handbook: Degree Criteria with Rubrics</p>

STANDARD VI: Resources

The institution provides its educator preparation programs with the funding, personnel, resources and authority necessary to prepare quality educators as described in Vermont's Program Approval Standards.

Overall Rating for Standard VI: Approaching Standard

<i>Indicators</i>	<i>Rating</i>
6.01 – The program is part of a higher education institution that is accredited by NEASC.	AS
6.02 – The program has the leadership and authority within the higher education institution to plan, deliver and operate quality preparation programs.	MS
6.03 – The program receives resources adequate to provide quality experiences that will prepare candidates to meet the <i>Five Standards, 16 Principals</i> , and endorsement competencies.	E
6.04 – The program receives institutional support and resources that allow for and promote collaboration among faculty from education, the liberal arts and sciences, and from preK-12 schools with the purpose of maintaining high quality programs at all levels.	AS
6.05 – The institution's resources and practices allow faculty to be effectively engaged in teaching, scholarship, preK-12 collaboration, and service.	E
6.06 – The program receives resources to ensure that technology for instruction and administration is current.	E

Standard VI: Resources

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
1. Faculty with expertise in integrating technology into instruction and developing effective research based practices in literacy are needed.	<i>The college has hired additional staff in the technology area. One recent hire serves as a consultant and trainer for preK-12 school workshops, having expertise in the use of technology to enhance instruction. The program also hired another faculty member who has knowledge of creating student electronic portfolios. The program will consider this need when new faculty are hired and will look to local school districts for support and further collaboration in areas such as classroom management, literacy, and numeracy.</i>	July Residency Schedule

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
2. The Team recommends that the College develop a plan to make faculty responsibilities more manageable and workloads more reasonable.	<i>The college has recently negotiated a new contract with the faculty. Workload was a side bar issue that the college addressed by forming a joint committee which made recommendations to the board.</i>	Faculty Contract 2005

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
3. The College's support and resources appear to be insufficient in the area of preK-12 collaboration. There is a need for the College to prioritize preK-12 collaboration and support its development by providing time for faculty to be effectively engaged in preK-12 education.	<i>The Licensure Coordinator and the Program Director, the only full-time faculty, can use time to collaborate with schools and are both involved in PK-12 collaboration. However, it is limited since the program needs are extensive even if there are a small number of students in each endorsement area. The program will ask for more financial support to maintain an advisory board of local educators for the program. We see this as a critical area for faculty development and we have included this on a list of issues that will be engaged in the next Faculty contract negotiation.</i>	MET program Web site (also in Standard II #2)

Standard VI: Resources

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
<p>4. It does not appear that the College has provided adequately for technology. In addition, candidates do not appear to have access to software and technologies used in preK-12 classrooms.</p>	<p><i>The College continues to update and revise our technological frameworks and resources. There are significant changes in the library system that made it fully digitized in January 2005. Also the Goddardnet system is being revised to a virtual campus model(First Class System) so that each faculty and student will have an individualized entry page. This will allow the various concentrations and/or endorsements in education to have embedded sets of resources that are organized into folders and links as part of each student's personal screen. This software is a significant investment by the college in technology and we hope it will not only help organize various curricular and institutional functions for student's but significantly improve access to a variety of resources. In the case of our program, each endorsement area will have a specific screen with organized sets of resources ranging from recommended bibliographic sources, relevant articles and reviews, web sites on design and curriculum, as well as threaded discussions on pertinent issues.</i></p>	<p>1.First Class and Student Information System (also in Standard I #2)</p> <p>2. First Class on-line description</p>

Considerations for further Program Development: *Goddard College remains committed to the challenges of a creating a diverse cultural and intellectual environment for students and staff. Our recent partnerships with the MET program in South Providence, RI and the PRAXIS program in Seattle, WA open many possibilities for program development. These urban-based programs not only add significantly to the cultural diversity of program but offer possibilities for working in a cohort format with groups of individual students. We hope that we can nurture these programs as well as build more cohort based programs that will better open the opportunity to develop sustained relationships with K-12 school programs. We hope that these developments will help us further our relationships with possible cohorts in Vermont.*

STANDARD VII: Institutional and Program Renewal

To evaluate its quality and effectiveness to prepare knowledgeable and skilled beginning educators, the program engages in ongoing self-assessment in relation to each of the Program Approval Standards. The program collects and analyzes data from various sources and uses these findings to design and implement a plan for improvement that is consistent with the program's theme, and has support across the institution.

Overall Rating for Standard VII: Approaching Standard

INDICATORS	RATING
7.01 – The program articulates a theme or vision to guide its development, implementation, assessment and renewal. The theme is routinely examined to determine its effectiveness to create a context for preparing quality educators.	MS
7.02 – The program engages in ongoing self-assessment in relation to each of the Program Approval Standards.	AS
7.03 – The institution and program collect and analyze data from various sources for the purpose of monitoring progress toward meeting the Program Approval Standards.	E
7.04 – The institution and program collect information from the educators they have recommended for licensure during the first five years of their practice in order to identify program's strengths and areas for growth.	AS
7.05 – The program collects information from program graduates' employers during their graduates' first five years in the profession for the purpose of assessing the quality of its preparation program.	AS
7.06 – The program synthesizes and interprets data, reflects, and uses the results to develop a detailed five-year plan for improvement that is consistent with the program's theme.	AS

Standard VII: Institutional and Program Renewal

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
1. The College did not specify the steps that it will take to implement a formal ongoing process of self-assessment based on the Program Approval Standards after the current ROPA-R review is completed.	<p><i>In light of the progressive and experimental nature of the college, we see self-assessment as a foundational characteristic of the program and an ideal way to model our philosophy of education.</i></p> <p><i>The five-year improvement plan along with an update demonstrating significant progress is included in our evidence. A revised action plan with a time line that allows us to address the concerns of the team as well as the growth and development of the Education and Licensure area is still in process. The feedback was valuable and provides good insight and direction for improvement</i></p>	<i>Five Year Plan (Revised)</i>

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
2. The Teacher Education Program needs to establish and formalize a regular process for the identification, collection, and analysis of data from various sources.	<p><i>We continue to use our database and plan on extending it to include more data. We recently met with the college Technology Director who will assist us in this task as the transition is made to the virtual campus format.</i></p> <p><i>Goddard College has reactivated the position of Alumni Affairs Director. The Education Program has contacted the alumni office regarding more effective response to a survey and this work will continue. The alumni office follows up by e-mail and phone and obtains information about graduates' employment. These connections will be further developed with every program on campus including Education.</i></p>	<i>Licensure Student Data Base Sample Pages (also in Standard IV #2)</i>

Standard VII: Institutional and Program Renewal

DOE CONCERN	GODDARD RESPONSE	EVIDENCE
3. The College should explore strategies beyond mailing surveys to graduates in order to increase the response rates of the graduate and employer follow-up surveys.	<i>We are planning to solicit alumni follow up by e-mail and phone as well as obtain information about students' employment after they leave the program. In obtaining employer input, school administrators have a work overload that needs to be taken into consideration. The Licensure Coordinator will bring this topic up at the VTCE meeting to learn what other programs do in this area.</i>	<i>ROPA-R Timeline</i>

Considerations for further Program Development: *This area in particular has shown immense growth since our review. The college wide technology platform, SIS, Apply web, and other platforms are just beginning to be fully engaged at the College. The availability of our library resources have been significantly enhanced since our review. These changes are significant but also new so there is much to more to be explored in relation to the licensure program.*

**Goddard College Education and Licensure Program
Project Based Timeline and Implementation Plan**

Project/Action	Description	Concerns/Areas Addressed	Implementation/Timeline
College Wide B.A Degree Criteria Review	<i>See Appendix: 1) Transcript Review Evaluation form 2) Progress Review Groups 3) B.A. Curriculum Guide</i>	Indicators: 1.01 1.02	Stage 1: <u>Complete 6/05</u> Committee work: on going Review: 7/08
College Wide Integrated Technology Platform:	<i>First Class System</i>	Indicators: 6.06 7.04	Stage 1: <u>Complete 6/05</u> Revisions/updates/modifications: ongoing. Review:
Digitalization of Library Catalog and expansion of on line resources	<i>On- line catalog, expanded collections, access to more comprehensive subject area data bases</i>	Indicators: 1.02 6.06	Stage 1: <u>Complete 6/06</u> Revisions/updates/modifications: ongoing
Endorsement Area Handbook: Revision and Realignment	<i>Full Revision and Realignment of all Licensure Area Handbooks</i>	Indicator: 1.05	<u>Complete 6/05</u> Revisions/updates/modifications: ongoing
M.E.T. Program and PRAXIS at Goddard partnerships	<i>Partner programs that can integrate the licensure component. The PRAXIS program is a bilingual program focused on Early Childhood providers. The M.E.T. program is an innovative mentorship model training and developing teacher/mentors in South Providence, RI.</i>	Indicator: 2.03	Both programs attended the Fall 2006 residency Collaborative Program development: on going
Student Information System (SIS) and Licensure Data Base Conversion	<i>SIS system is currently implemented as a centralized student data source. The IT department is working with Licensure program to fully integrate our preexisting data base that holds all licensure students, placements, PRAXIS scores, etc.</i>	Indicators: 3.02 3.06 7.03	Stage 1: SIS program <u>Complete 11/ 05</u> Stage 2: Licensure Data Base integration: projected 4/07

<i>Project/Action</i>	<i>Description</i>	<i>Concerns/Areas Addressed</i>	<i>Implementation/Timeline</i>
Faculty and other expert workshops at Residency	<i>Further development in student knowledge and understanding in critical areas such as literacy, classroom management and technology and instruction.</i>	Indicator(s): 2.03	Ongoing development with differing formats and subject areas: see Residency Schedules
Application Process Revision	<i>Coordinated with better tracking capabilities and new technology resources, the program reviewed the entry process, including separate funding and data collection for licensure program.</i>	Indicator(s): 4.01	New licensure Fee: 7/06 Application Revision: Projected 12/06
Online Portfolio and Electronic Portfolio project	<i>Efforts to better integrate technological resources into Licensure curriculum. Posting exemplary portfolios in digital formats on First Class for students to use.</i>	Indicator (s): 1.01	Ongoing
Outside Reader Program for Portfolio Evaluation	<i>Every final portfolio is evaluated by the Licensure Coordinator and a professional Outside Reader not connected to the College.</i>	Indicator (s): 2.04 3.06	<u>Implemented: 2004</u> Review: 2008
Faculty Union Contract	The Goddard College Board signed a union Contract providing for among many others: <i>1)A greater number of full time, half time, part time faculty positions. 2) Standard service hours to the college/limits on workload 3) Professional commitment to College by faculty 4) Increasing integration of faculty into curriculum, program development and evaluation.</i>	Indicator(s): 6.04	Union Contract : <u>Signed 9/05</u>
Curriculum Development	<i>The introduction of new BA cohort programs such as the MET program and the PRAXIS program necessitate exploring new or adopted delivery systems for Goddard Education. We are currently exploring different options.</i>	Indicator (s): 1.05 2.02	Ongoing

Goddard College Teacher Education Licensure Program
Five-Year Program Improvement Plan: Revised 11/06

Standard	Improvement	Action Steps	Time Line	Persons Responsible
I Opportunities for Standards-based Preparation	I.1.01 Assure strong liberal arts studies with major	a. Implement workshops with Goddard BA program faculty b. Incorporate transcript review worksheet with BA student workshop c. Continue work with admissions review process	a. Complete 1/03 b. Complete 6/05 c. Major revisions complete 11/05	a. Program Director b. Licensure Coordinator c. PD and LC
	I.1.02 Assure alignment of Goddard competencies with state endorsement standards	a. Review and revise competencies in light of state standard	Complete 6/05	a. Licensure Coordinator
	I.1.03 Strengthen learning opportunities for child development	a. Identify additional resources in the area of child development b. Introduce Child focus study as a means for understanding development	Ongoing	a. Program Faculty b. Program Director
	I.1.04 Strengthen our literacy component, through attention to current policy in reading instruction, review of research	Convene a work session with reading specialists and faculty to enhance endorsement competency standards and resources in literacy	Ongoing/ Design meetings 5/06	Program Director, Faculty and Consultants
	I.1.05 Enhance college's technology resources and services Increase licensure students' capacity to integrate technology into to curriculum that will support student learning	Implement the college's library and technology strategic planning committee objectives Identify and provide technological resources that support learning in endorsement area	Complete 11/05 Ongoing Workshops	a. College Administration and committee b. Licensure Coordinator or with consultant

	I.1.06 Assure there is support in classroom management for all licensure candidates	a. Increase resources in this area b. Continue to offer residency workshops in classroom Management c. Assess student's capacity in this area through outreach to faculty, field placement personal and student	Ongoing Workshops (See schedule)	a. Program Faculty b. Program Director c. Licensure Coordinator
II Collaboration with pre-K-12 Schools	II.2.01 Enhance the program's relationship with educational settings that provide field experiences	Explore and implement ways in which there can be regularly structure conference times with field based- personal	Ongoing	
	II.2.03 Assure that candidates have a wide range of field experiences	a. Implement a means to track field placement b. Create data base to be able to assess placements c. Implement in the field placement a means of showing evidence for this area	In process	a. Administrative Assistant
III System of Assessment	III.3.06 Enhance rater reliability of assessment of portfolio, including the use of field faculty for portfolio reading	a. Continue professional development activities, looking at student work on a program level b. Participate in state training examining students' portfolio entries	Ongoing	Licensure Coordinator
IV Candidate Knowledge, Skills and Dispositions	IV.4.01 Same as above			
V Commitment to Diversity	V. 5.01 Enhance college environment for honor diversity	Implement through the College Multicultural Committee art work and visuals which honor diversity	Ongoing. (Faculty Report 2006)	Program Director College Committees

	V.5.02 Increase candidates from diverse background	a. Implement marketing and recruitment strategies that focus on ethnic minorities b. Market to international settings	Ongoing	College Marketing Administrator with help from program faculty and students
	V. 5.03 Increase faculty from diverse background	a. Advertise nationally in regionally in publications that would increase pool of ethnic minority candidates b. Network with colleagues to identify a recruitment list	Ongoing	College Human Resource Personnel and Program Director
VI Resources	VI. 6.01 Assure NEASC accreditation	a. Write and implement a strategic plan for the college; b. Support resources for implementation of the plan	Complete 6/04	All program faculty, students and alumni
	VI. 6.02 Assure program staffing at current or increased level;	a. Advocate with Senior staffing about program needs b. Increase student enrollment through marketing c. Offer summer institute	Ongoing	Program Director Marketing Personnel Program Faculty
	VI. 6.06 Enhance technology used for instruction and administration	Implement the college's library and technology strategic planning committee objectives	Ongoing	College administration and planning committee

VII Renewal	VII.1 7.01 Assure on-going assessment of program	a. Form and implement a licensure program renewal committee of faculty, students, alumni and k-12 personnel to meet bi-annually b. Implement an exit interview of all licensure candidates and enter results into data-base	a: In process b: Ongoing	PD, LC and Program Assistant
	VII.7.03 Assure assessment of candidate's effective field experiences	Implement a structured program assessment from all field placement personnel to be entered into data-base	Ongoing	Faculty and Licensure Coordinator
	VII. 7.04 Strengthen alumni base through summer institutes and as a source of longitudinal assessment of Program	Design and implement on-going communication with licensure candidates fro 5 years after leaving program Offer summer institute for graduates	A: Ongoing B: Complete (offered 04-06)	Program Director and Administrative Assistant